

Tamassee-Salem Elementary

9950 North Highway 11
Tamassee, South Carolina 29686

Grades	PK-5 Elementary School	
Enrollment	287 Students	
Principal	Myra A. Dillard	864-944-1527
Superintendent	Dr. Valerie Truesdale	864-886-4400
Board Chair	Harry B. Mays, Jr.	864-972-3629

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	26	67	4	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Good	Yes
2004	Good	Below Average	Yes
2005	Good	Below Average	Yes
2006	Good	Below Average	Yes

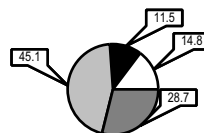
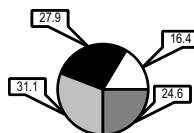
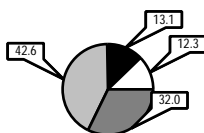
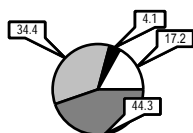
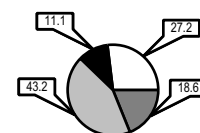
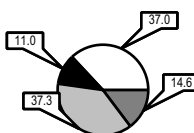
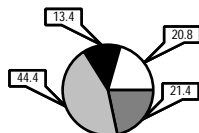
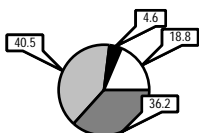
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	130	100.0	17.2	34.4	44.3	4.1	59.0	Yes	Yes
Gender									
Male	79	100.0	21.1	36.8	36.8	5.3	53.9	N/A	N/A
Female	51	100.0	10.9	30.4	56.5	2.2	67.4	N/A	N/A
Racial/Ethnic Group									
White	126	100.0	17.6	34.5	43.7	4.2	58.8	Yes	Yes
African American	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	91	100.0	8.4	27.7	57.8	6.0	74.7	N/A	N/A
Disabled	39	100.0	35.9	48.7	15.4	0.0	25.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	130	100.0	17.2	34.4	44.3	4.1	59.0	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	129	100.0	17.2	34.4	44.3	4.1	59.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	73	100.0	23.1	30.8	43.1	3.1	58.5	Yes	Yes
Full-pay meals	57	100.0	10.5	38.6	45.6	5.3	59.6	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	130	100.0	12.3	42.6	32.0	13.1	58.2	Yes	Yes
Gender									
Male	79	100.0	11.8	38.2	36.8	13.2	64.5	N/A	N/A
Female	51	100.0	13.0	50.0	23.9	13.0	47.8	N/A	N/A
Racial/Ethnic Group									
White	126	100.0	12.6	42.0	31.9	13.4	58.0	Yes	Yes
African American	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	91	100.0	9.6	37.3	36.1	16.9	66.3	N/A	N/A
Disabled	39	100.0	17.9	53.8	23.1	5.1	41.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	130	100.0	12.3	42.6	32.0	13.1	58.2	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	129	100.0	12.3	42.6	32.0	13.1	58.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	73	100.0	15.4	46.2	29.2	9.2	56.9	Yes	Yes
Full-pay meals	57	100.0	8.8	38.6	35.1	17.5	59.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	130	100.0	16.4	31.1	24.6	27.9	52.5
Gender							
Male	79	100.0	9.2	30.3	26.3	34.2	60.5
Female	51	100.0	28.3	32.6	21.7	17.4	39.1
Racial/Ethnic Group							
White	126	100.0	16.0	31.1	24.4	28.6	52.9
African American	2	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	91	100.0	12.0	32.5	24.1	31.3	55.4
Disabled	39	100.0	25.6	28.2	25.6	20.5	46.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	130	100.0	16.4	31.1	24.6	27.9	52.5
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	129	100.0	16.4	31.1	24.6	27.9	52.5
Socio-Economic Status							
Subsidized meals	73	100.0	20.0	32.3	21.5	26.2	47.7
Full-pay meals	57	100.0	12.3	29.8	28.1	29.8	57.9

Social Studies							
All Students	130	100.0	14.8	45.1	28.7	11.5	40.2
Gender							
Male	79	100.0	11.8	42.1	34.2	11.8	46.1
Female	51	100.0	19.6	50.0	19.6	10.9	30.4
Racial/Ethnic Group							
White	126	100.0	15.1	44.5	28.6	11.8	40.3
African American	2	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	91	100.0	13.3	42.2	30.1	14.5	44.6
Disabled	39	100.0	17.9	51.3	25.6	5.1	30.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	130	100.0	14.8	45.1	28.7	11.5	40.2
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	129	100.0	14.8	45.1	28.7	11.5	40.2
Socio-Economic Status							
Subsidized meals	73	100.0	23.1	43.1	26.2	7.7	33.8
Full-pay meals	57	100.0	5.3	47.4	31.6	15.8	47.4

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	42	100.0	2.7	21.6	67.6	8.1	75.7
	4	43	100.0	10.8	54.1	35.1	0.0	35.1
	5	46	100.0	17.8	60.0	22.2	0.0	22.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	100.0	17.0	21.3	55.3	6.4	61.7
	4	35	100.0	11.4	34.3	48.6	5.7	54.3
	5	41	100.0	22.5	50.0	27.5	0.0	27.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	42	100.0	13.5	54.1	21.6	10.8	32.4
	4	43	100.0	13.5	37.8	37.8	10.8	48.6
	5	46	100.0	8.9	64.4	15.6	11.1	26.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	100.0	12.8	46.8	29.8	10.6	40.4
	4	35	100.0	8.6	37.1	31.4	22.9	54.3
	5	41	100.0	15.0	42.5	35.0	7.5	42.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	42	100.0	8.1	51.4	27.0	13.5	40.5
	4	43	100.0	16.2	13.5	35.1	35.1	70.3
	5	46	100.0	13.3	37.8	28.9	20.0	48.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	100.0	17.0	40.4	21.3	21.3	42.6
	4	35	100.0	14.3	31.4	22.9	31.4	54.3
	5	41	100.0	17.5	20.0	30.0	32.5	62.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	42	100.0	10.8	43.2	32.4	13.5	45.9
	4	43	100.0	5.4	27.0	45.9	21.6	67.6
	5	46	100.0	24.4	48.9	17.8	8.9	26.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	100.0	10.6	53.2	29.8	6.4	36.2
	4	35	100.0	0.0	48.6	37.1	14.3	51.4
	5	41	100.0	32.5	32.5	20.0	15.0	35.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 287)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.2%	Down from 4.1%	2.7%	2.8%
Attendance rate	96.7%	Down from 97.2%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 10.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 4.6%	0.0%	0.0%
Eligible for gifted and talented	17.3%	Up from 7.6%	11.0%	10.4%
On academic plans	0.0%	N/AV	37.5%	33.6%
On academic probation	0.0%	N/AV	1.8%	1.0%
With disabilities other than speech	10.1%	Down from 18.4%	8.3%	7.5%
Older than usual for grade	0.7%	Down from 0.8%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 23)				
Teachers with advanced degrees	43.5%	Down from 45.8%	53.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	21.4%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	80.6%	Down from 83.2%	88.7%	87.3%
Teacher attendance rate	95.3%	Up from 94.7%	94.8%	94.9%
Average teacher salary	\$38,461	Down 1.3%	\$42,507	\$42,485
Prof. development days/teacher	15.3 days	Up from 12.2 days	13.9 days	13.3 days
School				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Down from 19.5 to 1	18.3 to 1	18.6 to 1
Prime instructional time	89.9%	Down from 90.3%	89.5%	89.7%
Dollars spent per pupil*	\$5,131	Down 30.2%	\$6,364	\$6,557
Percent of expenditures for teacher salaries*	31.3%	Down from 62.0%	63.5%	64.0%
Percent of expenditures for instruction*	59.4%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.8%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The academic success and well being of our students at Tamassee-Salem are always the chief factors in decision making at our school. Being a Red Carpet School, we pride ourselves on offering a welcoming and safe environment not only to our students, but also to our families and visitors. We have been recognized by the South Carolina Education Oversight Committee three out of the last four years for closing the achievement gap among students of differing economic, racial, and ethnic groups. Our school has met Adequately Yearly Progress under the federal No Child Left Behind Act for the third year in a row. The number of third, fourth, and fifth graders identified as being eligible to be served in the Gifted and Talented program is rising each year. We successfully completed our five-year school quality assurance plan and our accreditation was renewed through the Southern Association of Colleges and Schools and the South Carolina Council on Accreditation and School Improvement. Our Pre-K program, which is funded through the First Steps initiative, is licensed by the Department of Social Services and we are self-monitoring this program and our kindergarten programs through the Early Childhood Environmental Scale (ECERS).

Students participated in before-school activities such as our fifth grade orchestra program, Cougar Leaders, and our reading and math computer lab. They also participated in after-school activities including Junior Beta Club, two Science Clubs, Art Club, and the Walking Club. Students in grades four and five willingly gave up two periods of recess per week to join the chorus and participated in the annual district-wide Mayfest Choral Performance. Our annual Talent Showcase provided an opportunity for our students to perform for their peers, families, and the community. Our students also represented our school exceedingly well with their artwork at the Blue Ridge Arts Association and with excellent science fair projects at the AOP Regional Science Fair. Several of our students' writings were chosen to be published in anthologies of children's literature.

Our faculty continued their education over the past year by attending classes in Literacy Lead training, technology, classroom management, ECERS, inclusion strategies for special education students, Spanish, crisis prevention, and best practices in education. We are starting our third year of Positive Behavior Intervention Strategies to continue to promote a positive learning environment for our students.

Tamassee-Salem Elementary was named an American Red Cross Hero by raising more than \$1000 for our local Red Cross chapter to help with needs in our county. We conducted a food drive to assist local families and provided coloring books and crayons for children affected by Hurricane Katrina. Our students raised funds for sick children through the St. Jude's Math-a-Thon and for those suffering from heart disease through Jump Rope for Heart. The faculty and staff of our school funded our Second Annual Summer Book Give Away. This program enabled each student to choose a book that was his or hers to keep as a gift from us.

We appreciate the support of our Tamassee-Salem Elementary families who volunteer many hours to our students and continue to support our Back-to-School Night, Open House, Grandparents' Week, PTO events, concerts, and other programs.

Our students may leave our halls, but they never leave our hearts.

Myra A. Dillard, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	22	38	25
Percent satisfied with learning environment	100.0%	81.6%	92.0%
Percent satisfied with social and physical environment	100.0%	89.5%	88.0%
Percent satisfied with school-home relations	95.5%	84.2%	80.0%

*Only students at the highest elementary school grade level at this school and their parents were included.